

# Baines' Curriculum Overview

## Key Stage One and Two

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment School Experiences		Pantomime at Blackpool Pleasure Beach	Blackpool Zoo		Outdoor and Adventurous Activities: Scavenger Hunt	
English	Story with a familiar setting - Zog (narrative recount)	Poem on a theme - Fireworks Non-fiction text - (link to Geog) Emperor's Egg (fact file booklet)	Traditional tales - Jack and the beanstalk  Recounts, Dear Zoo	Recounts Our trip to the zoo  Information booklets- Moon Landing	Instructions- growing cress heads.  Stories with familiar settings - Goat and Donkey in the Great Outdoors (innovation)	Stories with fantasy settings  The singing mermaid
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number - Place value Number - Addition and Subtraction Geometry - shape		Number - Place value Number - Addition and Subtraction Measurement - Length and Height Measurement - Mass and Volume		Number - Multiplication and Division Number - Fractions Geometry - position and direction Number – place value Measurement - money Measurement - Time	
Science	Everyday Materials		Animals Including Humans		Plants	

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	Seasonal Change	Seasonal Change	Seasonal Change
RE 2 Year rolling programme  Cycle A	Harvest – How Can we help those who do not have a good harvest?  <i>Non-Christian faith link - How do people of Jewish faith celebrate the harvest?</i>  What made Jesus special?	Baptism – Why is Baptism Special?  <i>Non-Christian faith link – How do people of other faith welcome new babies?</i>  Easter – How do symbols help us to understand the Easter story?	What happened at the Ascension and Pentecost?  Why did Jesus welcome everyone?
RE 2 Year rolling programme  Cycle B	Christmas – Why was the Birth of Jesus such good news Why is the Church a special Place for Christians?  <i>Non-Christian faith Unit: Why are holy buildings important to people of faith?</i>  Christmas - Why do we give and receive gifts?	What are your favourite things that God created?  <i>Non-Christian faith unit: What do people of Muslim and Hindu faith believe about how God made the world?</i>  Easter - What do you think is the most important part of the Easter story?	The Bible – Why is it such a special book?  <i>Non-Christian faith link – Do people of other faiths have holy books?</i>

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PSHE	<p>Relationships</p> <p><b>Families and friendships:</b> Roles of different people; families; feeling cared for</p> <p><b>Safe Relationships:</b> Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting ourselves and others:</b> How behaviour affects others; being polite and respectful</p>		<p>Living in the wider world</p> <p><b>Belonging to a community:</b> What rules are; caring for others' needs; looking after the environment</p> <p><b>Media literacy and digital resilience:</b> Using the internet and digital devices; communicating online</p> <p><b>Money and work: Strengths and interests;</b> jobs in the community</p>			
Geography Cycle A	Know my local area – What do I know about the UK and where I live ?		Airports and Train Stations			
Geography Cycle B	Seaside Study Why do we love to be beside the seaside?	Hot and cold places				Kenya

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History Cycle A		The Great Fire of London			Oh I do like to be beside the seaside Changes within living memory	
History Cycle			Explorers Moon Landing Neil Armstrong a significant person study		Explorers Amelia Earhart Significant Person Study	
Art Cycle A	Spirals- Access Art Drawing Pathway			Playful Making- 3D Access Art Pathway		Simple Printmaking- Surface and Colour Access Art Pathway
Art Cycle B	Explore and Draw- Drawing Access Art Pathway		Exploring the world through Monoprint Surface and Colour Access Art Pathway		Making Birds- 3D Access Art Pathway	

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DT Cycle A	Mechanisms: A moving picture		Freestanding structures: Creating a Windmill	Food: Bring on Breakfast , a Farmers Market.		
DT Cycle B	Food: Arranging a Party		Mechanisms: Making a vehicle - wheels and axles.		Textiles: Puppets	
PE	Fitness and ball skills Attack, defend and shoot one	Multi- skills Hit, catch and run one	Dance Attack, defend and shoot two	Fitness and ball skills Own - Hit, catch and run	Gymnastics Send and return	Outdoor Adventure Activity Run, jump throw
Computing Cycle A  r				Unit 1.1 Online Safety  Exploring Purple Mash  <b>(4 lessons)</b>	Unit 1.5 Maze Explorers <b>(4 lessons)</b>  Unit 2.5 Effective Searching <b>(3 lessons)</b>	Unit 1.7 Coding <b>(6 lessons)</b>

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## Key Stage One and Two

				Unit 1.9 Technology outside school <b>(2 lessons)</b>		
Computing Cycle B				Unit 2.2 Online Safety <b>(3 lessons)</b>	Unit 1.6 Animated Story Books <b>(5 lessons)</b>	Unit 2.1 Coding <b>(6 lessons)</b>
	E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.					
Music	TOPPS: singing, rhyming, playing instruments, listening and appraising	TOPPS: singing, rhyming, playing instruments, listening and appraising	TOPPS: singing, rhyming, playing instruments, listening and appraising			

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## Key Stage One and Two

Y1/2 Mixed Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Experiences		Pantomime at Blackpool Pleasure Beach			Outdoor and Adventurous Activities: Den Building	Trip to a Working Farm/Brockholes
English	Stories with familiar settings - Animal Adventure Story (woods, snowy setting) (recount) (The Way Home For Wolf)  Non- chronological reports (wolves)	Poem on a theme - Fireworks ( Enid Blyton - The Firework Party)  Stories with Repetitive Patterns (George and the Dragon - Chris Wornall)	Recounts  Traditional Tales	Stories with familiar settings - (No-Bot)	Traditional Rhymes(Mary, Mary Quite Contrary)  Instructions - Planting a Seed	Stories with familiar settings (House at Pooh corner)
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number - Place Value Number - Addition and Subtraction Number - Multiplication		Number - Division Number - Place Value and Statistics Measurement – length and height Geometry - Shape Number - Fractions		Geometry – position and direction Measurement - time Problem solving Measurement – mass, capacity and volume Measurement – money	
Science	Everyday Materials		Animals including humans		Plants	

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## Key Stage One and Two

	Seasonal Changes	Living things and their habitats	Seasonal Changes
RE 2 Year rolling programme  Cycle A	<p>Harvest – How Can we help those who do not have a good harvest?</p> <p><i>Non-Christian faith link - How do people of Jewish faith celebrate the harvest?</i></p> <p>What made Jesus special?</p> <p>Christmas – Why was the Birth of Jesus such good news</p>	<p>Baptism – Why is Baptism Special?</p> <p><i>Non-Christian faith link – How do people of other faith welcome new babies?</i></p> <p>Easter – How do symbols help us to understand the Easter story?</p>	<p>What happened at the Ascension and Pentecost?</p> <p>Why did Jesus welcome everyone?</p>
RE 2 Year rolling programme  Cycle B	<p>Why is the Church a special Place for Christians?</p> <p><i>Non-Christian faith Unit: Why are holy buildings important to people of faith?</i></p> <p>Christmas - Why do we give and receive gifts?</p>	<p>What are your favourite things that God created?</p> <p><i>Non-Christian faith unit: What do people of Muslim and Hindu faith believe about how God made the world?</i></p> <p>Easter - What do you think is the most important part of the Easter story?</p>	<p>The Bible – Why is it such a special book?</p> <p><i>Non-Christian faith link – Do people of other faiths have holy books?</i></p>

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## Key Stage One and Two

PSHE	<p><b>Belonging to a community</b> - What rules are; caring for others' needs; looking after the environment.</p> <p><b>Relationships</b> - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>		<p><b>Money and work</b> - Strengths and interests; jobs in the community.</p> <p><b>Physical health and Mental Wellbeing</b> - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Safe relationships</b> - Recognising privacy; staying safe; seeking permission</p>		<p><b>Keeping Safe</b> - How rules and age restrictions help us; keeping safe online</p> <p><b>Media literacy and digital resilience</b> - Using the internet and digital devices; communicating online</p> <p><b>Growing and changing</b> - Recognising what makes them unique and special; feelings; managing when things go wrong</p>	
Geography Cycle A	Know my local area – What do I know about the UK and where I live ?		Airports and Train Stations			
Geography Cycle B	Seaside Study Why do we love to be beside the seaside?	Hot and cold places				Kenya

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## Key Stage One and Two

History Cycle A		The Great Fire of London			Oh I do like to be beside the seaside Changes within living memory	
History Cycle B			Explorers Moon Landing Neil Armstrong a significant person study		Explorers Scott of the Antarctic A significant person study	
Art Cycle A	Spirals- Access Art Drawing Pathway			Playful Making- 3D Access Art Pathway		Simple Printmaking- Surface and Colour Access Art Pathway
Art Cycle B	Explore and Draw- Drawing Access Art Pathway		Exploring the world through Monoprint Surface and Colour Access Art Pathway		Making Birds- 3D Access Art Pathway	

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## Key Stage One and Two

DT Cycle A		Mechanisms: A moving picture	Freestanding structures: Creating a Windmill	Food: Bring on Breakfast , a Farmers Market.		
DT Cycle B		Food: Arranging a Party	Mechanisms: Making a vehicle - wheels and axles.		Textiles: Puppets	
PE	Fitness and ball skills Attack, defend and shoot 1	Multi- skills Hit, catch and run 1	Dance Attack, defend and shoot 2	Fitness and ball skills Own - Hit, catch and run 2	Gymnastics Send and return	Outdoor Adventure Activity Run, jump throw
Computing Cycle A				Unit 1.1 Online Safety  Exploring Purple Mash  <b>(4 lessons)</b>	Unit 1.5 Maze Explorers  <b>(4 lessons)</b>  Unit 2.5 Effective Searching	Unit 1.7 Coding  <b>(6 lessons)</b>

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## Key Stage One and Two

				Unit 1.9 Technology outside school <b>(2 lessons)</b>	<b>(3 lessons)</b>	
Computing Cycle B				Unit 2.2 Online Safety <b>(3 lessons)</b>	Unit 1.6 Animated Story Books <b>(5 lessons)</b>	Unit 2.1 Coding  <b>(6 lessons)</b>
E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.						
Music - Y1 Pupils	TOPPS: singing, rhyming, playing instruments, listening and appraising	TOPPS: singing, rhyming, playing instruments, listening and appraising	TOPPS: singing, rhyming, playing instruments, listening and appraising			

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## Key Stage One and Two

Music - Y2 Pupils	Hands, Feet, Heart Singing, playing, improvising and composing a song.	I wanna play in a band Listening and appraising rock songs. Singing and playing in an ensemble	Reflect, Rewind, Replay Listening and appraising classical music.			
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## Key Stage One and Two

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Experiences		Pantomime at Blackpool Pleasure Beach			Outdoor and Adventurous Activity: Forest School Marshmallow Toasting	Beach Trip to St Anne's Pier
English	Stories with familiar settings - Animal Adventure Story (woods, snowy setting) (recount) Non- chronological reports (wolves)	Traditional tales with a twist - Narrative - The real story of the Three Little Pigs, Snow White in New York, Prince Cinders  Instructions - Recipes	Stories by the same author - Narrative innovation - Simon Bartram - Man on the Moon  Non - chronological reports - space texts	Stories with familiar settings - Mudpuddle farm - Michael Morpurgo  Poetry – Classic poems	Persuasion – Farm leaflets  Letters – The day the crayons quit	Poems on a theme - Seaside poems  Stories as a theme - Flotsam, Something Fishy (video clip)  Explanations - Variety of explanation texts (mostly taken from WAGOLL website)
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number – place value Number – addition and subtraction Geometry - shape		Measurement – money Number- multiplication and division Measurement – length and height Measurement – mass, capacity and temperature		Number – fractions Measurement – time Statistics Geometry – position and direction	

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## Key Stage One and Two

Science	Living things and their habitats	Everyday Materials	Animals including humans	Plants
RE 2 Year rolling programme  Cycle A	<p>Harvest – How Can we help those who do not have a good harvest?</p> <p><i>Non-Christian faith link - How do people of Jewish faith celebrate the harvest?</i></p> <p>What made Jesus special?</p> <p>Christmas – Why was the Birth of Jesus such good news</p>	<p>Baptism – Why is Baptism Special?</p> <p><i>Non-Christian faith link – How do people of other faith welcome new babies?</i></p> <p>Easter – How do symbols help us to understand the Easter story?</p>		<p>What happened at the Ascension and Pentecost?</p> <p>Why did Jesus welcome everyone?</p>
RE 2 Year rolling programme  Cycle B	<p>Why is the Church a special Place for Christians?</p> <p><i>Non-Christian faith Unit: Why are holy buildings important to people of faith?</i></p> <p>Christmas - Why do we give and receive gifts?</p>	<p>What are your favourite things that God created?</p> <p><i>Non-Christian faith unit: What do people of Muslim and Hindu faith believe about how God made the world?</i></p> <p>Easter - What do you think is the most important part of the Easter story?</p>		<p>The Bible – Why is it such a special book?</p> <p><i>Non-Christian faith link – Do people of other faiths have holy books?</i></p>

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PSHE	<p><b>Belonging to a community</b> - What rules are; caring for others' needs; looking after the environment.</p> <p><b>Relationships</b> - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>		<p><b>Money and work</b> - Strengths and interests; jobs in the community.</p> <p><b>Physical health and Mental Wellbeing</b> - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Safe relationships</b> - Recognising privacy; staying safe; seeking permission</p>		<p><b>Keeping Safe</b> - How rules and age restrictions help us; keeping safe online</p> <p><b>Media literacy and digital resilience</b> - Using the internet and digital devices; communicating online</p> <p><b>Growing and changing</b> - Recognising what makes them unique and special; feelings; managing when things go wrong</p>	
Geography Cycle A	Know my local area – What do I know about the UK and where I live ?		Airports and Train Stations			
Geography Cycle B	Seaside Study Why do we love to be beside the seaside?	Hot and cold places				Kenya

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History Cycle A		The Great Fire of London			Oh I do like to be beside the seaside Changes within living memory	
History Cycle B			Explorers Moon Landing Neil Armstrong a significant person study		Explorers Scott of the Antarctic A significant person study	
Art Cycle A	Spirals- Access Art Drawing Pathway			Playful Making- 3D Access Art Pathway		Simple Printmaking- Surface and Colour Access Art Pathway
Art Cycle B	Explore and Draw- Drawing Access Art Pathway		Exploring the world through Monoprint Surface and Colour Access Art Pathway		Making Birds- 3D Access Art Pathway	

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DT Cycle A			Mechanisms: A moving picture	Freestanding structures: Creating a Windmill	Food: Bring on Breakfast , a Farmers Market.	
DT Cycle B			Food: Arranging a Party	Mechanisms: Making a vehicle - wheels and axles.		Textiles: Puppets
PE	<b>Games</b> -running, jumping and catching -developing tactics	<b>Dance</b> -link two or more actions to create a sequence	<b>Gymnastics</b> -travelling (forwards, backwards and sideways) -balancing on different body parts -jump in a variety of ways	<b>Games</b> -running, catching, rolling and hitting	<b>Games</b> -using all skills in combination	<b>Athletics</b> -throwing, running and jumping

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Computing Cycle A	Unit 1.1 Online Safety  Exploring Purple Mash  <b>(4 lessons)</b>  Unit 1.9 Technology outside school <b>(2 lessons)</b>		Unit 1.5 Maze Explorers  <b>(4 lessons)</b>		Unit 1.7 Coding <b>(6 lessons)</b>	
	E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.					
Computing Cycle B	Unit 2.2 Online Safety  <b>(3 lessons)</b>  Unit 2.3 Spreadsheets  <b>(4 lessons)</b>		Unit 1.6 Animated Story Books  <b>(5 lessons)</b>  Unit 1.3 Pictograms  <b>(3 lessons)</b>		Unit 2.1 Coding <b>(6 lessons)</b>	

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Music		Hands, Feet, Heart Singing, playing, improvising and composing a song.		Rock music and movement I Wanna Play in a Band		Reflect, rewind, replay  Classical and a chance to reflect on everything they have learned in music in KS1 including pulse, rhythm and improvisation

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Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Experiences			Outdoor and Adventurous Activities: Low Ropes and Mouse Hole	Yorkshire Dales :White Scar Caves	Houghton - bring your Wellies	
English	Narrative - story similar to Paddington Narrative based upon a model text with innovated plot structure  Non chronological report - London	Persuasive letter ( variety of letters) - produce a letter asking for more PE  Fable - fable based on a structure	Story as a Theme - Stig of the dump. Narrative based upon text read Discussion - Stone age versus present day. Poem on a theme - poem learnt by heart	Novel as a theme - Story based on a plot from the Iron Man  Recount diaries - from Iron Man	Play scripts - Dum Spiro	Classic poetry - the spider and the fly  Diary entry from spider and from fly Performance of poem and written responses  Fantasy stories - the Faraway tree.
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number – place value Number – addition and subtraction Number – multiplication and division		Number – multiplication and division Measurement – length and perimeter Number – fractions Measurement – mass and capacity		Number – fractions Measurement – money Measurement – time Geometry – shape Statistics	
Science	Light	Animals Including Humans	Rocks	Forces and Magnets		Plants

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RE	<p>What does it mean to be called by God?</p> <p>How do people of God say thank you to God for the harvest?</p> <p><i>Non-Christian faith link- how do people of faith say thank you to God for the harvest?</i></p> <p>How does the presence of Jesus impact on people's lives?</p>	<p>How did / does Jesus change lives?</p> <p>Easter – Is the cross a symbol of sadness or joy?</p>	<p>Which rules should we follow</p> <p><i>Non-Christian Faith Unit: Does everyone follow the same rules? Why? Why not?</i></p>
PSHE	<p><b>Belonging to a community</b> - What rules are; caring for others' needs; looking after the environment.</p> <p><b>Relationships</b> - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>	<p><b>Money and work</b> - Strengths and interests; jobs in the community.</p> <p><b>Physical health and Mental Wellbeing</b> - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Safe relationships</b> - Recognising privacy; staying safe; seeking permission</p>	<p><b>Keeping Safe</b> - How rules and age restrictions help us; keeping safe online</p> <p><b>Media literacy and digital resilience</b> - Using the internet and digital devices; communicating online</p> <p><b>Growing and changing</b> - Recognising what makes them unique and special; feelings; managing when things go wrong</p>

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## Key Stage One and Two

Geography	London	Biomes				Mountains
History			Stone Age to Iron Age		Roman Britain & The Roman Empire	
Art	Telling stories through drawing and making		Gestural Drawing with Charcoal		Cloth, Paint and Thread-	
DT		Structures - Castles  Exploring alternative structures and materials.		Food - Be a baker  Beginning to understand the different aspects of baking, different baked goods and		Textiles - Cushions  Further skills in textiles / joining skills and exploration of

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## Key Stage One and Two

				the preparation of baked foods.		other textile based products.
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>-plan, perform and repeat sequences</li> <li>-show change of speed/direction</li> <li>-travel in a variety of ways</li> </ul> <p>Invasion</p> <ul style="list-style-type: none"> <li>-throw and catch with accuracy</li> <li>-choose tactics</li> <li>-follow the rules</li> <li>-maintain possession</li> </ul>	<p>Gymnastics</p> <p>Invasion</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>-plan, perform and repeat sequences</li> <li>-create dances that convey an idea</li> <li>-change speed/levels</li> <li>-develop physical strength</li> </ul> <p>Invasion</p>	<p>Dance</p> <p>Invasion</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> <li>-strike a ball and field with control</li> <li>-throw and catch with accuracy</li> <li>-choose tactics</li> <li>-follow the rules</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>-sprint over a short distance</li> <li>-run over a long distance</li> <li>-use a range of throwing techniques</li> <li>-hit a target</li> <li>-jump in a number of ways using a run up</li> <li>-compete and improve</li> </ul>
Computing		<p>Unit 3.2 Online Safety</p> <p>Unit 3.4 Touch Typing</p>		Unit 3.1 Coding		<p>Unit 3.7 Simulations</p> <p>Unit 3.8 Graphing</p>
<p>E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.</p>						

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Music	Playing the glockenspiel. The language of music. Singing in two parts.		Reggae and Bob Marley. Singing in two parts.  Three Little Birds		Disco Music  Bringing Us Together	
MFL	<p>Basic conversation/building vocab</p> <p>Phonetics 1 Introduction to France Instructions</p> <p>J'apprends le Francais - I am learning French Name/Age Numbers 1-10 Colours</p> <p>Learn a carol</p> <p>Christmas Cards</p>		<p>Basic conversation/building vocab</p> <p>Les Fruits - Fruits Naming and writing 10 fruits Saying I like/don't like</p> <p>Le Carnaval de Nice</p>		<p>Basic conversation/building vocab</p> <p>Les Glaces - Ice Creams Naming and writing 10 flavours Asking for numbers of scoops.</p> <p><i>Ice Cream Van Experience</i></p>	

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## Key Stage One and Two

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Experiences		World Museum Liverpool		Outdoor and Adventurous Activities: High Ropes & Crate stacking		Gujarat Hindu Society Temple Preston
English	Non-Chronological Report (Loch Ness Monster)	Newspaper Report (Pied Piper)  Letter (Jack and the Beanstalk)	Narrative - Dilemma/ Diary (Wallace and Gromit)	Narrative - Novel (Gulliver's Travels) Setting description (Shakespeare)	Fable (Brer Rabbit)	Narrative - (Wolves in the Walls)
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number – place value Number – addition and subtraction Measurement – area Number – multiplication and division		Number – multiplication and division Measurement – length and perimeter Number – fractions Number - decimals		Number – decimals Measurement – money Measurement – time Geometry – shape Statistics Geometry – position and direction	
Science	Sound		States of Matter	Electricity	Animals including Humans	Living things & their habitat

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## Key Stage One and Two

RE	<p>David and The Psalms - What values do you consider to be important?</p> <p>What is Prayer?</p> <p><i>Non-Christian faith link – How do people of other faiths pray?</i></p> <p>Christmas – Why is Jesus described as the light of the world?</p> <p><i>Non-Christian faith link – Hanukkah</i></p>	<p>Jesus – Why do Christians believe Jesus is the son of God?</p> <p><i>Non-Christian faith link – Why do Jewish people believe that the shabbat is so important?</i></p> <p>Easter – A story of betrayal or trust?</p> <p>Non-Christian faith unit: what do world faiths say about forgiveness?</p>	<p>Are all Churches the Same?</p> <p><i>Non-Christian Faith Unit: Are all Places of Worship the same/Do people all worship God in the same way?</i></p>
PSHE	<p><b>Belonging to a community</b> - What rules are; caring for others' needs; looking after the environment.</p> <p><b>Relationships</b> - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>	<p><b>Money and work</b> - Strengths and interests; jobs in the community.</p> <p><b>Physical health and Mental Wellbeing</b> - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Safe relationships</b> - Recognising privacy; staying safe; seeking permission</p>	<p><b>Keeping Safe</b> - How rules and age restrictions help us; keeping safe online</p> <p><b>Media literacy and digital resilience</b> - Using the internet and digital devices; communicating online</p> <p><b>Growing and changing</b> - Recognising what makes them unique and special; feelings; managing when things go wrong</p>

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Geography		The United Kingdom			Rivers and the water cycle	Europe- The Mediterranean
History	Anglo Saxons (Viking struggle)		Ancient Egypt			
Art		Storytelling through drawing	Festival Feasts			Exploring Still Life
DT	Electrical Systems - Torches  Discovering electrical circuits and understanding electrical energy.			Structures - Pavilions  Continuation of working with structures - Children will begin	Cooking around the world (Food a fact for life) Discovering foods from around the world and using them to create dishes.	

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## Key Stage One and Two

				to create net structures.			
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>-plan, perform and repeat sequences</li> <li>-show change of speed/direction</li> <li>-travel in a variety of ways</li> </ul> <p>Invasion</p> <ul style="list-style-type: none"> <li>-throw and catch with accuracy</li> <li>-choose tactics</li> <li>-follow the rules</li> <li>-maintain possession</li> </ul>	Gymnastics	<p>Invasion</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>-plan, perform and repeat sequences</li> <li>-create dances that convey an idea</li> <li>-change speed/levels</li> <li>-develop physical strength</li> </ul> <p>Invasion</p>	<p>Dance</p> <p>Invasion</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>-swim between 25m and 50m unaided</li> <li>-use more than one stroke</li> <li>-coordinate breathing</li> <li>-swim at the surface and below the water</li> </ul>	<p>Swimming</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> <li>-strike a ball and field with control</li> <li>-throw and catch with accuracy</li> <li>-choose tactics</li> <li>-follow the rules</li> </ul>	<p>Swimming</p> <p>Athletics</p> <ul style="list-style-type: none"> <li>-sprint over a short distance</li> <li>-run over a long distance</li> <li>-use a range of throwing techniques</li> <li>-hit a target</li> <li>-jump in a number of ways using a run up</li> <li>-compete and improve</li> </ul>
Computing	<p>Unit 4.2 Online Safety</p> <p>Unit 4.8 Hardware Investigators</p>		Unit 4.1 Coding			<p>Unit 4.6 animations</p> <p>unit 4.7 effective searching</p>	
<p>E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.</p>							

# Baines' Curriculum Overview

## Key Stage One and Two

Music	Year 4 will have wider opportunities throughout the year playing a tuned instrument.	Year 4 will have wider opportunities throughout the year playing a tuned instrument.	Year 4 will have wider opportunities throughout the year playing a tuned instrument.	Year 4 will have wider opportunities throughout the year playing a tuned instrument.	Year 4 will have wider opportunities throughout the year playing a tuned instrument.	Year 4 will have wider opportunities throughout the year playing a tuned instrument.
MFL	<p>Recap on France Basic conversation/building vocab</p> <p>Phonetics 2</p> <p>Je me presente – Presenting Myself Name/Age/Where I live – Blackpool – North West of England Numbers to</p> <p>Learn a carol</p> <p>Christmas Cards</p>		<p>Basic conversation/building vocab</p> <p>La Galette de Rois</p> <p>Numbers 1-30 En famille - Family Names and ages of main family members</p>		<p>Basic conversation adding extra information/building vocab</p> <p>Au Salon de The - At the Tearoom Asking for cafe items. Money and asking for prices.</p> <p><i>Cafe experience</i></p>	

# Baines' Curriculum Overview

## Key Stage One and Two

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Experiences			World Museum Liverpool		Outdoor and Adventurous Activities: Kayaking & Orienteering	Lancaster Williamson Park Butterfly House
English	Diary  Non-chronological report (mythical creature) The Lion, The Witch And The Wardrobe	Persuasion Text  Leaflets about Blackpool, persuasive letters	Narrative (Street Child)	Information booklets (Science fiction - text to follow)  Poems with a structure short write if time	Magazine / newspaper report (Hugo)	Narrative - story from another culture (Journey To The River Sea)
Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.						
Maths	Number – place value Number – addition and subtraction Number – multiplication and division Number - fractions		Number – multiplication and division Number – fractions Number – decimals and percentages Measurement – perimeter and area Statistics		Geometry – shape Geometry – position and direction Number – decimals Number – negative numbers Measurement – converting units Measurement - volume	
Science	Animals including humans	Earth and space	Forces		Properties and changes of materials	Living things and their habitats

# Baines' Curriculum Overview

## Key Stage One and Two

<p>RE</p>	<p>How and Why do Christians read The Bible?</p> <p><i>Non-Christian Faith Unit: Why are sacred texts so important to people of faith?</i></p> <p>Christmas – The Gospels of Matthew and Luke ( hrs)</p>	<p>Exploring the Lives of significant women in the Bible - Did she make the right choice?</p> <p><i>Non-Christian Faith link – Jewish festival of Purim</i></p> <p>Easter – Why do Christians believe that Easter is a celebration of Victory?</p>	<p>Jesus – Why do Christians believe Jesus was a great teacher?</p> <p>Loss, Death and Christian Hope - Is death an ending or beginning?</p> <p><i>Non-Christian Faith link – How do people of world faiths mark the end of life?</i></p>
<p>PSHE</p>	<p>Belonging to a community - What rules are; caring for others' needs; looking after the environment.</p> <p>Relationships - How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for.</p>	<p>Money and work - Strengths and interests; jobs in the community.</p> <p>Physical health and Mental Wellbeing - Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Safe relationships - Recognising privacy; staying safe; seeking permission</p>	<p>Keeping Safe - How rules and age restrictions help us; keeping safe online</p> <p>Media literacy and digital resilience - Using the internet and digital devices; communicating online</p> <p>Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong</p>

# Baines' Curriculum Overview

## Key Stage One and Two

Geography	Blackpool				South America	
History		Victorian Blackpool	Ancient Greece			
Art	Typography and Maps		Fashion Design			Set Design
DT		Structures - Bridges  Children will begin to understand strength		Food - Healthy Eating  Developing a Recipe: Spaghetti Bolognese	Electrical systems - Cards  Looking into the reasons why we send cards and	

# Baines' Curriculum Overview

## Key Stage One and Two

		testing, pivot points and understanding the layout of materials to allow them to be their strongest.			how the idea of sending a card can be improved through electrical systems.	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>-create complex and well executed sequences that include a full range of movements</li> <li>-hold shapes that are strong and expressive</li> <li>-vary speed, direction, level and body rotation</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>-swim over 100m unaided</li> <li>-use breaststroke, front crawl and backstroke ensuring</li> </ul>	<p>Invasion Games</p> <p>Swimming</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>-compose creative and imaginative dance sequences</li> <li>-perform expressively</li> <li>-hold precise body posture</li> <li>-express an idea in imaginative ways</li> </ul> <p>Swimming</p>	<p>Dance</p> <p>OAA (Orienteering)</p> <ul style="list-style-type: none"> <li>-select appropriate equipment</li> <li>-understand risks/reward</li> <li>-support others</li> <li>-use maps, compasses and digital devices to orientate themselves</li> </ul>	<p>Striking and fielding</p> <ul style="list-style-type: none"> <li>-choose and combine techniques in game situations</li> <li>-field, defend and attack tactically</li> <li>-strike a bowled or volleyed ball with accuracy</li> <li>-choose the most appropriate tactics for a game</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>-sprinting with hurdles over 60m</li> <li>-choose the best pace for running</li> </ul>	<p>Athletics</p> <p>Striking and fielding</p>

# Baines' Curriculum Overview

## Key Stage One and Two

	that breathing is correct -turn effectively at the end of the length				over a variety of distances -throw accurately -analyse technique and body shape -show control on take off and landing when jumping	
Computing		Unit 5.2 Online Safety Unit 5.6 3D Modelling		Unit 5.1 Coding	Unit 5.3 Spreadsheets	
E-safety- Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.						
Music	Livin' On A Prayer Singing and composing their own version of a song		The Fresh Prince of Bel Air  Rapping and adding percussion			Dancing in the Street  Improvisation and dancing added to music with composition using notation

# Baines' Curriculum Overview

## Key Stage One and Two

MFL	Recap on France Basic conversation adding extra information/building vocab  Phonetics 3  En Classe - In class Naming resources used in class I have/don't have .....  Learn a carol	Basic conversation adding extra information/building vocab  As tu un animal? - Do you have a pet? Names of animals I have a ..... He/she is called .....	Basic conversation adding extra information/building vocab  Au Salon de The - At the Tearoom Asking for cafe items. Money and asking for prices.  <i>Cafe experience</i>
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# Baines' Curriculum Overview

## Key Stage One and Two

					<p>Recount: autobiography</p> <p>Poems on a theme</p> <p>Persuasion: advert</p> <p>Non-chronological report</p>	
Spelling and handwriting should be taught discretely. Refer to the key learning in writing documents for progression guidance.						
Maths	<p>Number – place value</p> <p>Number – addition, subtraction, multiplication and division</p> <p>Number – fractions</p> <p>Measurement – converting units</p>		<p>Number – ratio</p> <p>Number – algebra</p> <p>Number – decimals</p> <p>Number – fractions, decimals and percentages</p> <p>Measurement – area, perimeter and volume</p> <p>Statistics</p>		<p>Geometry – shape</p> <p>Geometry – position and direction</p> <p>Problem solving</p> <p>Consolidation</p>	
Science	Living things and their habitats	Evolution and inheritance	Electricity	Light	Animals including humans	
RE	<p>Is every person's journey the same?</p> <p><i>Non-Christian Faith Unit: Pilgrimage - why do people of faith make pilgrimages?</i></p>		<p>What is the nature and character of God?</p>		<p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p><i>Non-Christian Faith Unit - Passover (throughout the unit)</i></p>	

# Baines' Curriculum Overview

## Key Stage One and Two

	Christmas – How do Christians prepare for Christmas?	<i>Non-Christian Faith Unit – Have you discovered any beliefs about God in common across different faiths?</i>	6.7 People of Faith - How does having faith affect peoples lives?
		6.4 Easter – Who was Jesus? Who is Jesus?	<i>Non-Christian Faith Unit – How does having faith affect peoples lives?</i>
PSHE	<p>Relationships Attraction to others: romantic relationships; marriage and civil partnership.</p> <p>Recognising and managing pressure; consent in different situations.</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<p>Living the Wider World Valuing diversity; challenging discrimination and stereo-types</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money; money and financial risks</p>	<p>Health and Well - Being What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Increasing independence; managing transition</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>
Geography		Fair Trade	The United States of America
			Climate Change

# Baines' Curriculum Overview

## Key Stage One and Two

History	What happened to the Mayans?					1000 years of Crime & Punishment
Art		Brave Colour	Activism		2D Drawing to 3D Making	
DT	Electronic systems - Toys  A deeper understanding of electronics and how they are involved in our day to day life.			Structures - Playgrounds  Structure building using first-hand experience and knowledge. The children can take an aspect that they have knowledge of to create their own ideas.		Food - Grab and Go  Exploration of different meal styles and what would constitute a 'grab and go' meal.

# Baines' Curriculum Overview

## Key Stage One and Two

PE	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-compose complex and creative sequences</li> <li>-perform expressively</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-choose and combine techniques in game situations</li> <li>-work alone/together to gain possession, attack and defend</li> <li>-choose appropriate tactics</li> <li>-uphold the spirit of teamwork and fairplay</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-create complex and well executed sequences that include a full range of movements</li> <li>-hold shapes that are strong and expressive</li> <li>-vary speed, direction, level and body rotation</li> <li>-choosing the most appropriate linking elements</li> <li>-practise and refine gymnastic techniques</li> </ul> <p><b>Invasion Games</b></p>	<p><b>Dance</b></p> <p><b>OAA (Orienteering)</b></p> <ul style="list-style-type: none"> <li>-select appropriate equipment</li> <li>-identify possible risks and ways to manage them</li> <li>-embrace both leadership and team roles</li> <li>-use a range of devices to orientate themselves</li> </ul>	<p><b>Gymnastics</b></p> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>-field, defend and attack tactically</li> <li>-strike a bowled or volleyed ball with accuracy</li> </ul>	<p><b>Striking and fielding</b></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>-sprinting with hurdles over 60m</li> <li>-choose the best pace for running over a variety of distances</li> <li>-throw accurately</li> <li>-analyse technique and body shape</li> <li>-show control on take off and landing when jumping</li> </ul>
Computing	Unit 6.2 Online Safety Unit 6.4 Blogging		Unit 6.1 Coding		Unit 6.5 Text Adventures	

# Baines' Curriculum Overview

## Key Stage One and Two

Music		<p>Happy</p> <p>Pop music singing and composition</p>		<p>You've got a Friend.</p> <p>Improvisation - creating their own song with the theme of friendship</p>		<p>Reflect, Rewind and Replay</p> <p>Classical music and a chance to reflect on everything they have learned at primary school, including notation, vocabulary and performance.</p>
MFL	<p>Recap on France</p> <p>Basic conversation/building vocab</p> <p>Phonetics 4</p> <p>Au Salon de The - At the Tearoom</p> <p>Asking for cafe items.</p> <p>Money and asking for costs.</p> <p><i>Cafe experience</i></p> <p>Le Bleuet de France</p>		<p>Basic conversation/building vocab</p> <p>En Ecole- At school</p> <p>Naming school subjects and stating preferences</p> <p>Introduction to time</p>		<p>Basic conversation/building vocab</p> <p>Au Weekend - At the weekend</p> <p>Discussing hobbies</p> <p>Using terms after/before/next</p>	

# Baines' Curriculum Overview

## Key Stage One and Two

	Learn a carol Christmas Cards		
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